

# ERIC Selection Policy

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## Introduction

The Education Resources Information Center (ERIC) is an online bibliographic and full-text digital library of education research, including journal articles and non-journal materials. ERIC is a program administered by the National Center for Education Evaluation and Regional Assistance of the Institute of Education Sciences (IES) at the U.S. Department of Education (the Department).

## Mission Statement

ERIC's mission is to select, index, and make quality education research widely available and searchable through a user-friendly website. This supports the mission of IES to provide scientific evidence on which to ground education practice and policy and to share this information in formats that are useful and accessible to educators, parents, policymakers, researchers, and the public.

## Statement of Purpose

This document states broad collection goals and defines the standard and criteria required of approved sources and individual materials in the ERIC digital library. The purpose of this selection policy is to ensure consistency in ERIC's approach to reviewing and selecting sources and individual items and clearly communicate ERIC's processes and policies to staff, users, publishers, and individual submitters of material.

## Collection Development Goals

ERIC's collection development is supported by five overarching goals:

- Assure each approved source produces education research and is relevant to one or more of the topic areas in the IES authorizing legislation, [Section 172\(a\) 3 of Public Law 107-279](#), Education Sciences Reform Act of 2002. See [Appendix A](#) for brief descriptions of ERIC's 16 topic areas.
- Increase the number of peer-reviewed, full-text sources indexed in ERIC.
- Increase the number of rigorous and relevant non-peer-reviewed, full-text materials from non-journal sources such as think tanks, institutional repositories, research organizations, state and district research offices, and technical assistance providers.
- Limit citation-only indexing to those materials that, while not available full text in ERIC, are among the most rigorous and relevant to contemporary issues in education policy or practice.
- Prioritize sources with content including participants in the United States.

**Research** is defined as original presentations of empirical and/or data analyses, literature reviews or summaries of a field, methodological works, presentations or critiques of theories, or logic models that can guide practice.

**Rigorous** is defined as content that has gone through an editorial or peer-review process and presents a method and approach that are reasonable and sound.

**Relevant** is defined as materials with a demonstrable bearing on the field of education and the work of the four centers at IES: National Center for Education Evaluation and Regional Assistance, National Center for Education Research, National Center for Education Statistics, and National Center for Special Education Research.

## Selection Standard and Criteria

The selection standard and criteria as described in this document are applied at the source and/or the item level to build the ERIC collection. ***No material or bibliographic records previously published in ERIC will be removed as a result of this or future updates to the ERIC Selection Policy.***

### Standard: Directly Related to One or More of the Topics in the Field of Education

All materials indexed in ERIC must meet the selection standard of being directly related to the field of education as described by one or more of the topic areas in the IES authorizing legislation.

The scope of the ERIC collection includes education research on closing the achievement gap, educational practices that improve academic achievement and promote learning, and the 16 topic areas as briefly described in [Appendix A](#):

- Adult, career, and vocational education
- Assessment and evaluation
- Community colleges
- Counseling and student services
- Disabilities and gifted education
- Educational management
- Elementary and early childhood education
- Higher education
- Information and technology
- Languages and linguistics
- Reading, English, and communications
- Rural education and small schools
- Science, mathematics, and environmental education
- Social studies and social science education
- Teaching and teacher education
- Urban education

Visit the [ERIC Topic Area](#) page for lists of the currently indexed journal and non-journal sources by the ERIC topic area that most closely aligns with the scope of the source.

### Criteria: Quality

Materials indexed in ERIC must meet the following quality criteria:

- **Completeness:** The material must be complete; usable as it is presented; contain sufficient content or labeling for items such as data tables, graphics, and bibliographies; and in a final form. Working papers and prepublished versions may be accepted, provided they are complete, free of track changes or edits, and are not watermarked as drafts.
- **Integrity:** The material from a source in which ERIC has an agreement to index its content must include its source name. The author's name must be on a document submitted to the ERIC online submission system.
- **Substantive Merit:** The material must address the scope area(s) in a professional and/or definitive way.
- **Utility/Importance:** The material must be relevant to current issues in education and be of interest to the broad education community.
- **Education Research:** Materials are original presentations of education data and/or empirical analysis, literature reviews or summaries of a field, methodological works, presentations or critiques of theories, or logic models that can guide practice.

## **Criteria: Peer Review**

ERIC accepts peer-reviewed and non-peer-reviewed material for indexing. Records are marked as peer reviewed if the source has demonstrated that the journal or non-journal content has gone through an acceptable peer-review process.

### **ERIC recognizes the following types of peer review**

- *Blind or Anonymous Peer Review*: Content is reviewed by external reviewers and the author's identity is unknown to the reviewer. A double-blind peer-review process is where both the reviewer and the author remain anonymous throughout the process.
- *Expert Peer Review*: Content is reviewed by internal or external reviewers, and the author's identity may or may not be known to the reviewer.

A peer-review process employing at least two reviewers with scholarly affiliation is preferred. Editorial reviews are not recognized by ERIC as an accepted type of peer review. A scholarly peer-review process often takes several rounds and revisions.

### **Content published by sources under agreement**

ERIC will review the publisher's website or its content to evaluate its peer-review policies and processes. If the peer-review process meets the definition stated above, the ERIC records will have the peer-reviewed indicator. If not, the publisher may submit an application form documenting its process. The review process is the same for journal and non-journal sources.

- For journals, the peer-review designation is determined at the journal level and applied to all ERIC records created for the source.
- For non-journal sources, the peer-review designation may be assigned to ERIC records for all their content, for a specific series, or to a select type of publication.

### **Content acquired from individuals via the ERIC online submission system**

A U.S. Department of Education federal grantee or contractor may indicate during submission that the content has been peer reviewed. No further evidence of a peer-review process is required.

Those who do not have a grant or contract with the U.S. Department of Education can have their content marked as peer reviewed on the ERIC record if evidence is provided of a blind or expert peer-review process. This may be demonstrated by an explanation of the peer-review process on the front matter of the document. Alternatively, the author may submit a URL to the peer-review process explained on the publisher or conference website. A statement by the author that the content is peer reviewed is not sufficient.

## **Criteria: Language**

Materials indexed in ERIC must be written in English, or a translation of the full text must be available in English. The content presented in materials must conform to standards of English grammar and understandability. Material written in a language other than English may be accepted for indexing if it is published by a U.S. federal agency or grantee and accompanied by an abstract and bibliographic citation in English.

For sources originating in a country where English is not the official language, the source's website must be available in English and the publisher must provide or make available the full text to ERIC for indexing to verify the language of the content. The source does not need to give ERIC permission to display the full text. The articles must continue to be available in English.

### **Criteria: Material Format**

The publisher of an approved source must provide or make available the materials in an acceptable format to create the ERIC records. Electronic formats include PDF, ERIC XML format, or another acceptable XML format. Scanned image files saved as a PDF or content only available in an interactive online format cannot be accepted for indexing. Online submissions from individuals must be provided in a readable, digitally created PDF.

### **Criteria: Publisher Evaluation**

Journal sources are also subject to a review of policies and processes, using the following guidelines:

- Transparent communication and implementation of policies, procedures, standards, and fees for article submissions.
- Free of charges of unethical practices, plagiarism, editorial or publisher misconduct, or copyright disputes; rarely needs to retract an article.
- Selectivity, as indicated by acceptance rates or the number of articles published per year; publishes only content that reflects the aim and scope statement and the source name.
- Research is clearly presented, and manuscripts are free of typographical errors.
- Scholarly affiliation of editors and review-board members.
- Complete, accurate, and up-to-date information on the website, including sponsorship, abstracting and indexing services, address, and editorial or review boards.
- Website is fully functional and accessible without error messages.

Preference for inclusion in ERIC may be given to a source with sponsorship by a professional society or organization (national or international), or a federal or state government agency.

The following may also be considered when evaluating non-journal sources:

- history of the organization;
- governance structure, composition, and credentials of the governing body;
- membership of the organization, in size and credentials;
- organizational activities and associated review policies for products and services; and
- publication programs and associated editorial policies.

Political affiliation is not considered during source or material selection.

### **Criteria: Content Maturity/Currency**

Sources should have a minimum of a 3-year history of quality scholarly publishing focused on education research before applying for review to be indexed in ERIC.

A regularly indexed source is expected to publish on a timely basis, indicate the most current material on the source's website, and provide the current material to ERIC for indexing as it is published. If a source has not published for more than 18 months or does not routinely make content available for indexing, it may be a reason for ERIC to discontinue indexing the source.



## Criteria: Full Text Access

Access for users to the full text of content indexed in ERIC is considered during the review of sources. If a journal is not open access on the publisher's website, we determine the number of libraries subscribing to the journal to ensure that members of the public would be able to access the full text through their local or institutional library. Member-only content may not meet this selection criteria.

## Approved Sources of Material

The process to review sources and interact with publishers is outlined below. Currently indexed sources are listed on the [Journal List](#) and the [Non-Journal List](#).

## Source Review and Approval Process

ERIC periodically performs a collection analysis of the currently indexed sources to determine the coverage of the ERIC topic areas, as described in [Appendix A](#).

Twice a year, in the fall and in the spring, ERIC considers additional sources of research from across the field of education. Potential sources are nominated by subject matter experts, users, publishers, or they are identified by surveying resource databases. Preference is given to sources funded by the Department and sources meeting collection development goals. Source nominations may be sent via email to [ERICRequests@ed.gov](mailto:ERICRequests@ed.gov).

**New Sources:** The process to consider and select new sources includes the following steps:

1. Review the most current collection analysis.
2. Identify underserved areas in ERIC and emerging trends in education.
3. Survey resources to identify potential sources and gathering suggested sources to review.
4. Collect background information and reviewing content to determine adherence to the selection policy standard and criteria.
5. Prioritize suggested sources according to the collection goals.
6. Submit source recommendations to the Department for approval.

The following steps happen after the review of potential sources:

- ERIC establishes agreements with publishers of selected sources granting permission to index the content in ERIC. Publishers may also grant permission to display the full text of the material in ERIC immediately or after a publisher-defined embargo.
- Publishers of sources not selected are eligible to reapply to be reviewed 2 years (24 months) after the review is completed. Sources may not be reviewed more than three times in a 10-year period.
- Sources not containing education research or that are not in English may not reapply unless the scope or language of the journal has changed and the changes have been in effect for 2 years (24 months).

**Currently Indexed Sources:** The review of the current collection includes the following steps:

1. Identify sources that may no longer meet the standard and criteria of the selection policy or have ceased, closed, or stopped providing content.
2. Submit source recommendations to the Department to no longer index the source(s).
3. Notify the publisher. If a source is discontinued, records or content already in ERIC will not be removed.

### **Inclusion of Materials From Approved Sources**

The publisher of an approved source must hold copyright to the material or be an authorized agent acting on behalf of the copyright holder and sign an agreement allowing ERIC to index the material. ERIC indexes material copyrighted by multiple sources when any one source grants permission.

During the source review and approval process, ERIC's coverage of the source's content is determined.

### **Journal Sources**

Three to five current issues are examined during the source review process to assign coverage. Sources are indexed comprehensively or selectively:

- **Comprehensively indexed journals** include 80 percent or more education research articles in every issue; ERIC creates a bibliographic record for all articles in every acquired issue.
- **Selectively indexed journals** include 50-79 percent education research articles in every issue and are critical to topic area coverage; ERIC applies a manual article-by-article selection process and indexes only substantive education research articles.

Comprehensive coverage is not guaranteed, and a journal may be switched between being comprehensively or selectively indexed at any time. If the percentage of education research drops below 50 percent, a review will be conducted to determine if ERIC should continue indexing the journal.

### **Non-Journal Sources**

Most sources associated with the Department are indexed comprehensively; all other non-journal sources are indexed selectively.

- The comprehensively indexed non-journal sources include IES and its offices: National Assessment of Educational Progress, the National Center for Education Evaluation and Regional Assistance, the National Center for Education Research, the National Center for Special Education Research, the What Works Clearinghouse, the Regional Educational Laboratories, National Forum on Education Statistics, National Postsecondary Education Cooperative, and others as directed by the National Center for Education Evaluation and Regional Assistance Commissioner or IES director.
- Selectively indexed non-journal sources include other federal departments; state or local agencies; university-affiliated programs; policy organizations, research and nonprofit organizations; state and district research offices; federal technical assistance

providers; professional associations; international or foreign organizations; book publishers; commercial publishers; institutional repositories; and user submissions. ERIC applies a manual document review and selection process and indexes only the documents that conform to the standard and criteria outlined in this document.

## Other Requirements

After a source is approved, attention is given to operational requirements:

- **Source Identification:** The source name must be explicitly placed on the content, or a statement of ownership must be in the text of the document.
- **Source Changes:** If a source name changes or it is acquired by a new publisher, ERIC may review the source again when new content is published. If a source is acquired by a new publisher, ERIC must establish a new agreement to continue indexing.
- **Content Delivery:** A publisher will put forth reasonable effort to provide or make available new content within 30 days of publication. Acceptable delivery methods include SFTP, emailing files to [ERIC@ed.gov](mailto:ERIC@ed.gov), or granting permission for ERIC to download content from the publisher.
- **Ongoing Standard and Criteria Requirement:** If an approved source no longer meets the standard and criteria outlined in this policy, or is not providing current content, it may be discontinued.

## Periodic Review of the Selection Policy

On a periodic basis, ERIC will review this selection policy and recommend updates or modifications. ERIC may post suggested changes to the website or host a webinar to share key updates. Following any changes, a review of currently approved sources may be conducted to determine their continuation.

## Preservation Policy

As a historic repository of education research, ERIC retains bibliographic records indefinitely and in perpetuity. As the sponsor of ERIC, IES will only delete a record or full-text content in exceptional circumstances (e.g., publisher requests the removal of a retracted article; copyright holder validation of plagiarism; or personally identifiable information is found in the full text). ERIC will not adjudicate or arbitrate any copyright dispute, nor will ERIC investigate allegations about the content in any article or document indexed in ERIC.

The content of publications in ERIC may not reflect the views or policies of IES or the U.S. Department of Education, including language or terminology, viewpoints, or framing of research questions, but these are not grounds for the removal of an ERIC record or full text.

No material or bibliographic record published in ERIC will be removed as a result of this or future updates to the ERIC selection policy.

## Online Submission System

In addition to material published by an approved journal or non-journal source, eligible individuals may submit content for review via the ERIC online submission system at <https://eric.ed.gov/submit/>. Eligibility is outlined below. The material must meet the standard of direct relevance to one or more topics of the field of education and the selection criteria as described above in this document.

### Copyright and Full-Text Display for Online Submissions

- All submitters retain copyright.
- By submitting your materials, you are providing IES a royalty-free, perpetual, and irrevocable license to index and ***display the full-text of the materials to the public at <https://eric.ed.gov>***. This license is subject only to the narrow exceptions set forth in the [Preservation Policy](#) section of the ERIC Selection Policy.

### Individuals Eligible to Submit Materials

#### Grantee Submissions

IES requires its grantees and contractors to submit their peer-reviewed research publications to ERIC.

- The grantees must submit their final manuscript to ERIC within 12 months of the journal publisher's official date of publication.
- If an IES grantee or contractor work is published after January 1, 2020, in a source that has agreed to submit the work on behalf of the grantee or contractor, the author is not required to also submit the work to ERIC. The list of participating sources is at <https://eric.ed.gov/?pajournals>.
- The full text will display in ERIC 12 months from the publication or completion date.
- The ERIC records will include the indicator of Grantee Submission.

#### Online Submissions

Non-journal content may be submitted by an authorized representative of an organization, agency, association, commission, project, program, or another similar group, or by an author.

Journal articles may only be submitted if the source is not under agreement with ERIC and must be submitted by the author.

- Content with multiple authors is accepted when one author submits the content.
- The full text will display immediately in ERIC.
- The ERIC records will include the indicator of Online Submission.

### Other Online Submission Information

Every submitted item is manually reviewed by ERIC staff. The submission must conform to the selection standard and criteria and individual submitter requirements to be added to the collection. The submission must be submitted in PDF format and be complete, final, and correctly marked.

- Include the full text of all pages of a document or article, attachments or tables, and an abstract.

- Markings include a title of the article or document; author(s) name; date of publication, presentation or completion; and conference information, if it applies.
- Peer-review assignment is explained in the section [Criteria: Peer Review](#) above.
- An ERIC record (with an ED number) is added to the collection.

Note: Click [Submit](#) or [FAQ](#) on the ERIC website for complete requirements and guidelines.

## Types of Materials Indexed in ERIC

ERIC indexes journal articles, books, and grey literature materials meeting the standard and criteria as outlined in this document.

The ERIC grey literature collection ranges from information briefs to substantive, rigorously researched and reviewed documents, conference papers, and policy reports. The material originates primarily from selected non-journal sources but may also be submitted by individual users of the ERIC online submission system.

Definition of **grey literature** from the 12th International Conference on Grey Literature at Prague, December 2010:

*“Grey literature stands for manifold document types produced on all levels of government, academics, business and industry in print and electronic formats that are protected by intellectual property rights, of sufficient quality to be collected and preserved by library holdings or institutional repositories, but not controlled by commercial publishers i.e., where publishing is not the primary activity of the producing body.”*

The following table provides examples of the types of materials considered for inclusion in ERIC.

Types of Material	Brief Description
<b>Analyses</b>	Summaries or detailed examinations of education policy; includes policy papers analyzing judicial rulings and historical retrospectives examining the impact of specific rulings on education over time.
<b>Bibliographies</b>	Lists of publications and/or reference information. An ideal document will be an annotated bibliography with a stated purpose and methodology, or a similar introduction.
<b>Books</b>	Fully developed publications or reference materials; book chapters may be selected for indexing.
<b>Booklets</b>	Brief publications focused on education-related topics; not marketing materials.
<b>Briefs</b>	Documents containing statements summarizing the main points of an issue; may offer a proposed solution or recommendation.
<b>Conference or meeting publications</b>	Substantive summaries of meetings convened to examine topic-specific or thematic issues in education; collected works; transcripts or summaries of conference proceedings; fully developed research or scholarly papers or posters presented at a conference; and selected conference presentations, including keynote speeches; not conference programs.



<b>Types of Material</b>	<b>Brief Description</b>
<b>Congressional or legislative publications</b>	Publications of the United States Congress or state legislatures regarding education-related topics; administrative documents related to school districts, legislation, legislative hearings and testimonies; congressional documents, executive orders, Federal Register pronouncements, state legislature documents, laws, summaries of legislative action, etc., related to education.
<b>Data profiles</b>	Review of source data or overviews focusing on education and related variables; includes demographic profiles, composite reports, strategic plans, and reports on school year and instructional time; enrollment statistical reports are accepted with explanatory text.
<b>Dissertations/theses</b>	Ph.D., Ed.D., or Ed.L.D. are preferred.
<b>Federal, state, or local agency reports</b>	Reports of public instruction on topics such as high school dropout rates, high school completion rates, student-teacher ratios, free and reduced-price meal participation, consolidated state performance reports, state or district report cards or progress reports, education personnel and salary summaries, and federal or state educational accomplishments.
<b>Finance information</b>	Evaluations, reports, or studies of the financial issues related to educational programs, institutions, systems, or governing bodies.
<b>Guides</b>	Study guides, handbooks, curriculum guides; resource guides for teachers, administrators, and higher education faculty; may be for classroom or non-classroom use.
<b>Historical materials</b>	Historical accounts or reviews, oral history transcripts, primary historical source materials and documentation.
<b>Journal articles</b>	Substantive articles containing education research, with references and citations. The types of content often found in journals but not indexed are found in the Types of Materials Not Indexed table below.
<b>Judicial publications</b>	Court rulings, judicial opinions, and amicus briefs from state or federal legal proceedings on education-related issues.
<b>Literature reviews</b>	Assessments of the literature, providing a summary, comparison, and evaluation.
<b>Model program descriptions</b>	Reports or summaries of instructional, curricular, administrative, school-wide, or systemic-reform programs related to education.
<b>Monographic series</b>	Scholarly books related to one another by a common series title in addition to the book title and may be consecutively numbered; each book often covers a single topic.

Types of Material	Brief Description
<b>Newsletters</b>	Must include at least one substantive article or a collection of shorter articles focused on a single education-related theme.
<b>Numerical/qualitative data</b>	Must include an introductory statement and table headings to make the statistics understandable.
<b>Policy statements</b>	Documentation that describes the policies of educational programs, institutions, systems, and governing bodies; includes policies for school improvement, accountability, and professional development.
<b>Papers</b>	Documentation from established research and policy organizations, institutions, governing bodies, educators, or researchers regarding their policies or the educational positions/opinions on education-related topics or issues; includes working papers, white papers, occasional papers, and technical papers.
<b>Reports</b>	Descriptive, evaluative, and research documents; includes quantitative and qualitative studies; encompasses but are not limited to statistical summaries, case studies, surveys, and meta-analyses or other research syntheses.
<b>Standards, testing, or regulation reports</b>	Reports on the creation or evaluation of federal or state educational standards, testing, or regulations; includes tests and questionnaires, decision-making guides, educational plans, educational standards, accountability systems or guidelines, and technical manuals for mandatory state tests.
<b>Studies</b>	Examples include case studies, statistical studies, and impact studies; studies of the effects of an education policy, practice, product, or program on student outcomes or other outcomes relevant to education, especially studies considered for review by the What Works Clearinghouse.

## Types of Materials Not Indexed in ERIC

ERIC does not index

- any material that is purely subject-matter related in content (i.e., what is taught without any education-related or best practice application); or
- professional education content for fields such as law, architecture, engineering, and medicine.

The following types of materials are not currently accepted for indexing in ERIC:

Annual budgets, performance audits, or financial reports
Book reviews (unless comparing several works on the same subject)
Booklets that are marketing materials or describe a program
Business advertisements or solicitations; reports summarizing the result of a commercial product
Content that is only available in an interactive online format
Enrollment statistical reports without explanatory text
Infographics
Interviews
Journal content such as editorials; editor's notes; letters to the editor; introductions or conclusions to journal issues; columns, commentaries, or interviews; book, film, or product reviews; calls for papers; poems or artistic work; obituaries or in memoriam pieces; and conference or news items
Newsletters without substantive content
Newspaper articles
Poetry
Slide deck presentations (unless appended to a paper or script)
Spreadsheets of data or content (unless included in a document)
Stand-alone lesson plans (unless included in a journal article, curriculum guide, or document comparing or analyzing lesson plans)
Textbooks or student readers
Websites, web pages, or blogs
Webinars, podcasts, videos, or other electronically recorded or digitized formats

## Appendix A: ERIC Topic Areas

ERIC indexes a wide variety of journal and non-journal sources that cover the full spectrum of research in the field of education. The 16 ERIC topic areas are based on the IES authorizing legislation and originate from ERIC's previous network of 16 subject-specific clearinghouses.

Visit the [ERIC Topic Area](#) page to view the currently indexed sources by the ERIC topic area that most closely aligns with the scope of the source.

### **Adult, Career, and Vocational Education**

All levels of adult and continuing education, including purposeful learning of adults in a variety of situations; career education for all ages and populations in educational, institutional, business, and industry settings; and vocational and technical education for secondary, postsecondary, and adult populations.

### **Assessment and Evaluation**

All aspects of tests and other measurement devices as related to educational projects and programs, including the design and methodology of research, measurement, and evaluation; the evaluation of programs and projects; and the application of tests, measurement, and evaluation devices/instrumentation.

### **Community Colleges**

All aspects of conditions, programs, and issues at 2-year public and private community and junior colleges, technical institutes, and 2-year branch university campuses.

### **Counseling and Student Services**

Professional development and supervision of student development specialists; design, development, and evaluation of counseling and guidance programs; and practices that facilitate learning and life/career success for students of all ages and in all settings.

### **Disabilities and Gifted Education**

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of education-related services to these groups.

### **Educational Management**

Encompasses all aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels.

### **Elementary and Early Childhood Education**

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence.

### **Higher Education**

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., 4-year degrees and beyond).

## **Information and Technology**

Educational technology (with emphasis on instructional design, development, and evaluation) and library/information science at all academic levels and with all populations.

## **Languages and Linguistics**

All aspects of second language instruction and learning in all commonly and less commonly taught languages, including English as a second language and signed languages. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

## **Reading, English, and Communication**

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college.

## **Rural Education and Small Schools**

Curriculum and instructional programs, methods, and materials that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaska Natives (including other native or aboriginal populations worldwide), Mexican Americans, and migrants, or that have programs related to outdoor education.

## **Science, Mathematics, and Environmental Education**

Education research in the topics of science, mathematics, engineering/technology, and environmental education at all levels.

## **Social Studies and Social Science Education**

All aspects of social studies and social science education, including values education, international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts.

## **Teaching and Teacher Education**

Teacher recruitment, selection, licensing, certification, training, preservice and in-service preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. This topic area also includes health, physical education, recreation, and dance.

## **Urban Education**

The elementary and secondary education of the diverse populations in urban (and suburban) schools in the United States (and other countries).